DOCUMENT RESUME

ED 124 543 SP 010 161

AUTHOR Goodman, Gay; Pendergrass, R. A.
TITLE Identifying, Developing and Assessing Classroom Management Competencies.
PUB DATE Feb 76
NOTE 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (56th, St. Louis, Missouri, February 3-6, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Class Management; Classroom Environment; Cognitive Processes; Decision Making; *Performance Based Teacher Education; *Performance Criteria; Student Behavior; Student Teacher Relationship; *Teacher Role; Teachers; *Teaching Skills

ABSTRACT

Classroom management is one of the most perplexing problems facing teacher educators and teachers. Teacher educators promote sound theories of how to acquire and demonstrate various competencies of classroom management but unsuccessfully relate these theories to the realities of the classroom. It is helpful to approach the problem of classroom management from an eclectic viewpoint with the aim of developing an eclectic model for teacher training. Competence in classroom management begins with decisions and decision making. The first competency encompasses the ability to look within, to make some objective statement about self, and then project how this will affect teaching behavior. The next sequence of competencies relate to intervention strategies or actions that can be taken if student behavior does not conform to expectations. An additional set of competencies is needed which specifically addresses the emotional needs of the child, his self concept development, and his emotional self-expression. Training in each area should begin at the cognitive level. Following success at the cognitive level, each teacher should be able to assimilate the concepts into an integrated schema of classroom management. The third phase in the training sequence is implementation. Each student should be provided with actual classroom experiences that allow for implementing with children each of the concepts taught. (SK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IDENTIFYING, DEVELOPING AND ASSESSING CLASSROOM MANAGEMENT COMPETENCIES

Gay Goodman and R. A. Pendergrass*

University of Houston

ED124543

Classroom management is one of the most perplexing problems facing teacher educators, and teachers, today. Teacher educators promote sound theories of how to acquire and demonstrate various competencies of classroom management. Teachers try, sometimes unsuccessfully, to relate these theories to the realities of their classroom. Often they turn to other sources for guidance, i.e., folklore, administrative prolates, or personal pragmatism. It is helpful to approach the problem of classroom management from an eclectic viewpoint, with the aim of developing an eclectic model for teacher training.

Such a model has been partially described by Goodman and Pendergrass (1976). This model has derived a particular set of competencies by selecting the best features of the disciplinarian, behavioristic and therapeutic approaches to classroom management. Each approach has an outstanding feature that contributes significantly to the eclectic model. (see figure 1)

Insert Figure 1 about here

Competencies dealing with structuring the environment are delineated primarily from the disciplinarian approach and secondarily from the other two approaches. Competencies using social and concrete reinforcers are taken from the behavioristic approach,

SP010 161

while competencies dealing with the relationship process are derived from the therapist approach. The eclectic model demonstrates a method for melding competencies into a comprehensive theory of classroom management. The model addresses both the emotional and behavioral needs of public school children.

The purpose here is to present a schema for operationalizing an eclectic model of classroom management in a teacher education program. Included are the aspects of: (1) Identifying and sequencing objectives; (2) developing and correlating learning activities; and (3) assessment of competence.

Identifying and Sequencing Competencies

Decisions, Decisions. Competence in classroom management begins with decisions and decision making. The teacher must make decisions about herself/himself, about students, and about the classroom environment. These decisions are concerned with structure and tend to be a priori in nature. (See figure 2)

Insert Figure 2 about here

The first competency emcompasses the ability to look within, to make some objective statement about self and then project how this will effect teaching behavior. This self-analysis provides data for deciding such questions as, How much control will be desired?, Is a highly structured or less structured situation best?, Which concerns about self will effect teaching style?, and How do I want the students to relate to me as a person, - as a teacher? Understanding oneself, and dealing with the realities of such, is the prelude to dealing with students.

The second competency deals with the skills of describing student role behavior. Before a class meets the teacher should be able to state the type of classroom environment that he/she wishes to establish. In other words, there should be the capability of delineating those student behaviors which are acceptable and those which are unacceptable. Conflicts between the "teaching role" and the "student role" need to be addressed and resolved before instruction begins.

Having clarified the anticipated interplay of the human factors, developing competence in defining a management system for materials (curriculum) is next. This management system must take into account the materials and machines and how the students are to interact with these. The teacher, in effect, is describing how all the fiscal aspects of the classroom can be used to give maximum support to the learning environment.

The last competency in this set involves establishing well-organized movement patterns, particularly a method for handling transitional periods. Kounin, Freison, and Norton (1968) have demonstrated that regular classroom teachers who are most effective in handling behavior problems are those teachers who have, among other things, the smoothest transition periods. If the teacher is to maintain the atmosphere she/he has established, there must be cognitive and operational competence in this area. Obviously, each of the competencies just discussed have an operational component; however, the decisions, the prior planning that should be stressed in teacher education programs is often ignored.

Each of the decision making competencies has an effect on the structure of the classroom. Decisions reached at this level are group oriented since they tend to set expectations for all students in the class. The ability to make the a priori type decisions allows the teacher to move into the realm of impact. The decisions have to be acted upon and the consequences of these acts must be clearly communicated to the students.

Actions, Actions. The next sequence of competencies relate to intervention strategies, or actions that can be taken if student behavior does not conform to expectations. Regardless of the specific intervention strategy the four aspects of target, level, kind, and evaluation must be considered. (See figure 3) It is in this sequence that the disciplinarian approach makes a strong initial contribution, with the behaviorist approach contributing more and more as the teacher's competence develops.

Insert Figure 3 about here

At first, the teacher will need skills in controlling non-conforming group behavior, or behavior that is disruptive to the class. However, intervention strategies that are group oriented, or public, may be less desirable over a long period than those that are individual specific. (See figure 4) Competence, then, involves being able to diagnose the classroom situation to determine if a public or a private strategy is needed, and to use the lowest desist level possible.

Insert Figure 4 about here

A repetoire of desist strategies is necessary for competence in classroom management. This repetoire helps the teacher handle non-conforming behavior. If the behavior ceases, or decreases, the particular strategy worked. In case the behavior increases, then either a higher level strategy or a different approach can be used. The professional teacher will certainly not be satisfied with merely being able to cease and desist, he/she will want to encourage positive behavior.

Additional intervention strategies should be based on the principles of positive and negative reinforcement. The teacher should be able to identify, classify and administer positive reinforcers to effect the desired change in behavior (O'Leary and O'Leary, 1972). She should be able to establish contingency management (Homme, Csanyi, Gonzales & Rechs, 1973) a token economy, group contingencies, (Stephans, 1970) and Precision Teaching (Pennypacker, Koenig, and Lindsley, 1972) as they relate to individual as well as group behavior management. A further competency involves implementing each of these techniques for the purpose of eliminating maladaptive behavior, promoting adaptive behavior and motivating academic learning.

After the teacher is competent in a variety of behavior management interventions, she must develop the skills necessary to measure the effectiveness of her interventions. Included would be competence in using the Standard Behavior Chart (Pennypacker, et. al., 1972), graphing, logging and antedoctal records for evaluating behavioral gains which result from intervention techniques.

Affect, Affect. Thus far, competencies have been designed to

control the classroom environment and the classroom behavior. An additional set of competencies is needed which specifically addresses the emotional needs of the child, his self concept development and his emotional self expression. This set of competencies should begin with the ability to establish a positive relationship with students and create open lines of communication and interaction (Dreikurs, 1968). Also, the teacher needs to be able to analyze transactions and respond appropriately as postulated in Transactional Analysis (James & Jongeward, 1971; Kravas & Kravas, 1974).

For children who have more serious emotional problems, the teacher must be able to develop a social plan and commitments (Glasser, 1973). These techniques should be taught as an addition to or alternative for behavior modification techniques mastered earlier in the sequence.

A final competency should be the ability of the teacher to design individual programs of art, play and music therapy which allow for both emotional and creative self expression. From this type experience the teacher should be able to glean important insight into the motivations for child behavior and the feelings a child is experiencing. These therapeutic experiences can be easily implemented using materials, resources and programming which are readily available to most teachers.

Developing a Professional Program. The introduction of the specific competencies into a training program follows the same sequence presented in the previous section. Competencies, or objectives, dealing with structure are presented first because they are the least complicated and most familiar. They can also be dealt with, to a large degree, with only a minimum of field experiences.

The intervention strategies build on the structure competencies, and are introduced into the program next. Once again, the least complicated aspects are presented first. This part of the program requires more field experiences since multiple attempts will probably be required before mastery of the intervention strategies is achieved. When the teacher has had experiences in structuring the classroom and tried some of the intervention strategies, the relationship competencies should be introduced into the program.

Training in each area of competence should begin at the cognitive level. Until teachers have a thorough understanding of a concept at the cognitive level, assimilation and implementation is not a realistic possibility. (See figure 5)

Insert Figure 5 about here

Following success at the cognitive level, each teacher should be able to assimilate the concepts into an integrated schema of classroom management. They can then generalize the informational concepts to unique situations involving a variety of classroom settings and child behaviors. On site observations, role-playing experiences, simulated workshop activities and mini-teaching situations are especially useful in aiding the assimilation process.

The third phase in the training sequence is implementation. Each student should be provided with actual classroom experiences which allow for implementing with children each of the concepts taught. Seminar discussions and case history analysis are often helpful in preparing students for the implementation phase. Mastery must, however, culuminate in "on hands" experiences with children. The training sequence is not complete until the teacher can operationalize these competencies in an actual classroom setting and

demonstrate mastery through assessment.

Assessment of Competence

There are three dimensions to be considered in assessing the acquisition of a particular teaching competency. The primary dimension relates to factors of "presage." Assessing at the presage dimension focuses on the teacher's cognitive (factual and/or theoretical) knowledge, planning skill and attitudes. The second dimension of assessment focuses on the interactions within a classroom. Emphasis here is on the teaching/learning environment. It stresses how the teacher responds to the students, and the kinds of initiating moves made by the teacher. Finally, assessment focuses on outcome. The major focus of this dimension is the effect on students of the teaching/learning environment.

Traditionally the presage dimension was, and continues to be heavily assessed. However, with the advent of CBTE (or PBE) programs, more emphasis has been shifted to the interactive dimension. The inability to control many of the variables within the classroom has seriously hampered assessment within the outcomes dimension. Despite the complexities of assessing competence in a three dimensional setting, there is a logical way to develop the assessment procedures.

Step one in the assessment procedure requires that a particular competency be analyzed in the three dimensional sense. This can be done by developing indicators for each dimension. (See figure 6) Each indicator then becomes a criterion measure for that competency. The relationship between the competency statement and the three

levels of indicators is shown in Figure 6. The teacher is deemed to be competent if he/she demonstrates the behaviors called for by the indicators. If outcome indicators are being assessed, he/she must elicit desired student behavior.

Insert Figure 6 about here

Demonstrating appropriate behavior once may not be a measure of the teacher's proficiency, thus the second step is to assess competence by a performance over time measure. The teacher has attained a particular competence if he/she can meet the criterion measure regularly, and over a period of time. One way to assess over time is to assess the presage factor on campus. Early in the students program, place the student in the filed and access the interactive factors prior to student teaching. Then evaluate for all three dimensions during student teaching, or intern, experiences.

As performance over time is important, so too is performance in various environments. Efficient teaching requires the ability to teach in a variety of settings. Environmental conditions should be manipulated for this purpose and the list of possibilities is voluminous. Some of the more important factors to vary are number of students, academic and emotional levels of student, and grade level of students. Assessment of competence by the three step procedure just discussed can easily be adapted to measure performance in various environments.

References

Brown, Duane. Changing Student Behavior: A New Approach to Discipline. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971.

Dreikurs, R. Psychology in the Classroom. New York: Harper & Row, 1969.

Glasser, W. School's Without Failure. New York: Harper & Row, 1969.

Goodman, G. and Pendergrass, R. A. Competence in the management of classroom behavior: An Eclectic Approach. Education. (In Press).

Homme, L., Casanyo, A. P., Gonzales, M. A. & Rechs, J. R. How to Use Contingency Contracting in the Calssroom. (Rev. ed.) Champaign, Illinois: Research Press, 1973.

James, M. & Jongeward, D. Born to Win: Transactional Analysis with Gestalt Experiments. Reading, Massachusetts: Addison-Wesley, 1971.

Kounin, J. S., Frieson, W. V., & Norton, A. E. Managing emotionally isturbed children in regular classrooms. Journal of Educational Psychology, 1966, 57. 1-13.

Kravas, K. J. & Kravas, C. H. Transactional analysis for Classroom Management. Phi Delta Kappan, Nov. 1974, 194-197.

O'Leary, K. D. & O'Leary, S. G. Classroom Management: The Successful Use of Behavior Modification. New York: Permagon Press, 1972.

Pennypacker, H. S., Keonig, C. H. & Lindsley, O. R. Handbook of the Standard Behavior Chart. Kansas City, Kansas: Precision Media, 1972.

Redl, F. When We Deal with Children: Selected Writing. New York: Free Press, 1966.

Stephans, T. Directive Teaching of Children with Learning and Behavioral Handicaps. New York: Charles E. Merrill, 1970.

Waller, C. J. Establishing Teaching Principals in the Area of Classroom Management. Interim Report, Project No. 5-0916, Appendix A. Monmouth, Oregon: Teaching Research, 1968.

FIGURE 1:

Contributions of three Approaches to

Classroom Management

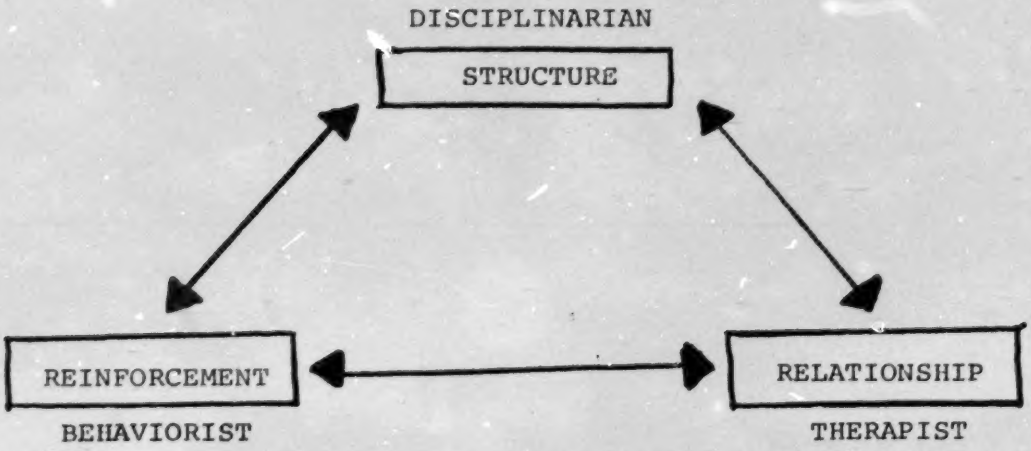

FIGURE 2:

Structure areas

Structure	Decisions about role of self as a teacher.
	Decisions about the role(s) of students.
	Decisions about organization of the curriculum.
	Decisions about movement and transition

FIGURE 3:

Dimensions of Intervention

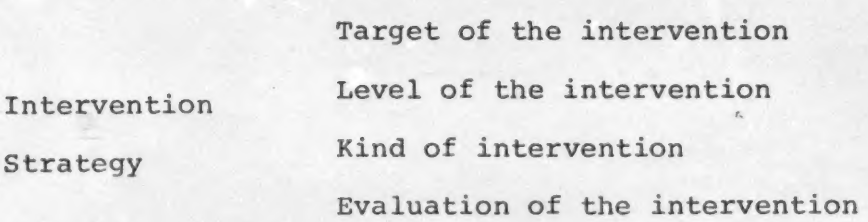

FIGURE 4:

Components of Desist Strategies

Adapted from Waller (1968)

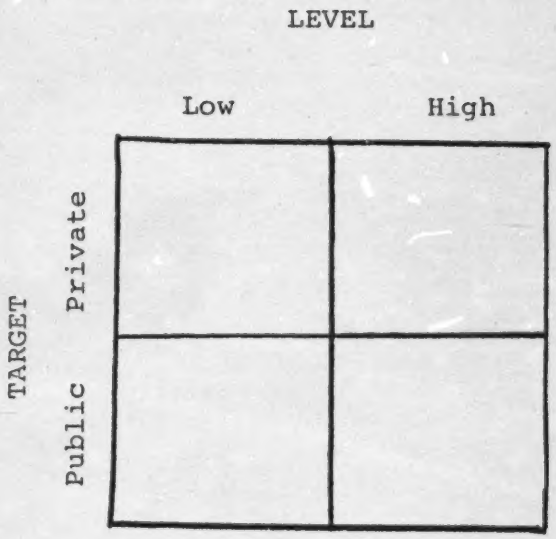

FIGURE 5:

Stages Leading to Mastery

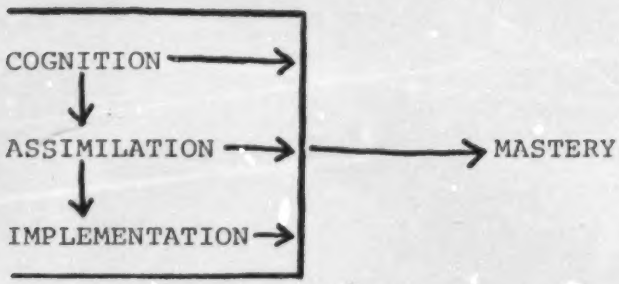

FIGURE 6:

An Example of Indicators for Each of the Three Dimensions

COMPETENCY: Facilitates the establishment of clear and definite rules for classroom procedures, and enforces expected role behaviors.

TEACHER	TEACHER	STUDENTS
Presage	Interactive	Outcome
1. Can describe general school rules.	1. Explains rules clearly.	1. Can explain school rules.
2. Can explain differences between democratic and autocratic approaches to rule setting.	2. Discusses with students the nature of democratic class (group cohesion, norm building, problem solving)	2. Express knowledge of democratic rule making procedures.
3. Can diagnosis classroom and pinpoint potential trouble spots.	3. Pinpoints need for rules and involves students in democratic rule setting (stating problem, clarifying suggestions, considering alternatives)	3. Participate in rule setting.
4. Expresses comfort in sharing rule-making and norm setting with the students	4. Enforces school rules.	4. Express satisfaction in the group's behavior and/or in ability to control self behavior.
5. Can specify some possible consequences for students who follow or break rules.	5. Is consistent in enforcing rules developed by class and encourages self-discipline.	
	6. Reevaluates rules if enforcement problems escalate.	

*Gay Goodman, Ph.D. is an Assistant Professor in the Department of Curriculum and Instruction, University of Houston, 4800 Calhoun, Houston, Texas, 77004. She serves on the Special Education Program Committee with major involvement in the area of emotional adjustment of exceptional children.

R. A. Pendergrass, Ed.D. is an Assistant Professor in the Department of Curriculum and Instruction, University of Houston, 4800 Calhoun, Houston, Texas, 77004. He serves on the Teacher Education Program Committee with major involvement in the Competency Based Teacher Education Program.